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MALAWI EARLY GRADE READING ACTIVITY

*Results of Reading Assessment for
Learners Who Read Braille*

NOVEMBER 2016

Malawi Early Grade Reading Activity:

RESULTS OF READING ASSESSMENT FOR LEARNERS WHO READ BRAILLE

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ABBREVIATIONS

EGRA	Early Grade Reading Activity
MoEST	Ministry of Education, Science and Technology
LAT	Learner Assessment Tool
LEA	Local Education Authority
IRR	inter-rater reliability
SNE	special needs education
USAID	United States Agency for International Development

EXECUTIVE SUMMARY

As part of the United States Agency for International Development (USAID) Malawi Early Grade Reading Activity (EGRA), Perkins International worked with the EGRA team to create and administer a new reading assessment tool developed for children who are blind or visually impaired and use braille as their primary literacy medium. The assessment tool, entitled “EGRA for Braille Readers,” was developed by adapting the *EGRA Learner Assessment Tool (LAT), Revised July 2015 Chichewa + English* to include the most relevant braille reading subtests and to translate instructions and assessment items into braille. A technical expert in teaching reading to learners who are blind was engaged to develop the tool and to oversee revisions.

During the period of May 27 to July 7, 2016, the EGRA for Braille Readers was piloted in Salima School for the Blind, revised based on pilot feedback, and then later conducted in four schools with resource centers for the blind. Eleven learners participated in the pilot assessment, and 39 learners participated from the four resource centers. The learners were in Standards 1 through 3.

Perkins engaged a team of 4 supervisors and 12 assessors to conduct assessments in the targeted schools. They were special needs education (SNE) teachers, supervisors, and lecturers. The identification process of these assessors prioritized those who were able to most accurately conduct the assessment with the children and who had a strong knowledge of the braille code. These individuals were trained prior to the assessment. The training included a total of six and a half days.

In general, learners participated well and were very cooperative during both the pilot and administration of the LAT at the four resource centers. Assessors were engaged throughout the training and gave good recommendations regarding ways to improve the assessment administration.

The following changes were made to EGRA for Braille Readers based on pilot results:

- Eliminated object identification subtest because all students scored 100%
- Reorganized sequence of subtests so all Chichewa subtests were presented first, followed by English subtests. We decided, based on feedback from assessors, to make the transition between the two languages clear and efficient for both the assessor and student.
- Rewrote the directions to one subtest, Section 1: Pronouncing the First Phoneme, to make it more similar to what was presented to print readers so

as to maintain reliability and validity of the task and to improve student understanding of the task

- Shortened the length of the assessment by removing two of the three Listening Comprehension passages (as well as the object identification subtest) as the completion of the assessment during the pilot took up to 1 hour, which was too long

The broader assessment in four schools gave good insights into the reading abilities of braille learners. The results showed that reading skills of braille learners, while uniformly low, improved from one standard to the next. The oral reading frequency for Standard 1 learners in Chichewa was 5 words per minute compared to 17 words per minute in Standard 3. In general, learners performed better in Chichewa than they did in English, a pattern also observed in non-braille readers. Learners performed better in basic braille mechanics, with 100 percent of them reading by moving hands from left to right and 87 percent of them able to keep their place on the page and easily locate the next line of a page. However, over a third of learners used only one hand while reading and scrubbed while reading, and both are techniques that affect the speed of reading.

The assessment was helpful in identifying areas for future training and instruction. Specifically, results indicated areas where teachers needed to focus increased instructional time and effort in teaching the mechanics of braille reading and in braille reading and comprehension. Learners read well below what would be expected for their grade level, and therefore more explicit focus should be placed on the teaching of reading for learners who use braille.

1. INTRODUCTION

As a part of the US Agency for International Development (USAID) Malawi Early Grade Reading Activity (EGRA), Perkins International partnered with RTI on a three-year, four-month project to provide technical assistance to the Malawi Ministry of Education, Science and Technology (MoEST) to improve the reading performance of students in Standards 1–3 in Malawi. Perkins' role was to ensure that children who were visually impaired had access to reading materials in braille and that their teachers received training on reading instruction. Therefore, all learner's books developed under EGRA were also produced in braille. While there are many different types of braille, Chichewa uses the uncontracted English braille code.

One area from which visually impaired students were excluded was in the assessment of reading performance of learners. EGRA regularly assessed the reading performance of learners in 11 districts in Malawi using the EGRA Learner Assessment Tool (LAT) (Learner Assessment Tool, Revised July 2015, Chichewa and English). Since these reading assessments excluded visually impaired children for whom braille is the primary learning medium, Perkins International led the adaptation of the LAT for this population of learners. The modifications were made remotely at Perkins School for the Blind in Watertown, Massachusetts, before they were piloted in Malawi. Next, assessors were identified and trained and a pilot was conducted in the Salima Resource Center for the Blind in Malawi. Following the pilot, the team made modifications to the protocol for administration of the assessment. Modifications were also made to the content of the assessment tool based upon the initial feedback from the pilot.

2. ASSESSMENT PURPOSE

The purpose of this activity was to pilot an early grade reading assessment tool in braille in Malawi. The outcome of the study would contribute to the development of early grade reading assessment tools for braille readers and also provide a general picture of the reading abilities the assessed braille learners. Results for the assessment could also be used in adapting reading benchmarks for braille readers in Malawi and to identify future training for teachers in strategies for teaching reading to this group of learners.

3. METHODOLOGY AND LIMITATION

3.1 ASSESSMENT TOOLS

Perkins International adapted the LAT used by RTI to assess learners who read print in Malawi (i.e., *Learner Assessment Tool, Revised July 2015 Chichewa + English*). The adaptation process was facilitated remotely by Perkins' hired consultant. The philosophy behind this work includes the understanding that learning to read braille is not just about learning the “code.” Rather, students with visual impairment must learn the same early reading processes that predict later successful literacy skills for print readers, such as general language development and oral language skills, print knowledge (understanding that written words are symbols that convey meaning), alphabet knowledge, phonological awareness, rapid automatic naming, writing (in braille) individual letters and one’s name, and phonological memory. They must also learn the unique features of braille, such as hand skills and spatial positioning concepts, and tactile discrimination; efficient tracking skills; understanding of the braille cell, braille contractions, and rules about their use; composition and punctuation signs; and use of braille tools (brailler, slate and stylus, technology). Additionally, students with a visual disability need explicit instruction in concept and language development to compensate for lack of incidental learning. They must also develop exceptionally strong listening skills. Therefore, the goal behind the test adaptation was to develop a tool that would access both conventional early reading skills and some of the critical skills specific to braille reading.

The subtests of the braille version of the LAT differ from the standard printed version of the LAT in the following ways.

Chichewa – Section 1 Identifying Names of Letters

- The formatting of all braille test stimuli was carefully prepared to present a simplified lay out that included double line spacing, the addition of wide and equal blank space between items presented in a list or grid format, the addition of guiding lines between lists of items, and the removal of composition and punctuation signs. These simple formatting techniques are a standard teaching modification used with early braille readers, enabling students to focus on decoding the most important tactile details of their learning materials (i.e., letters, syllables, words).

- Time was extended to three minutes. Three minutes was chosen based on the teaching experience of braille teachers at Perkins, trial administration of the English reading subtests to some young braille readers enrolled at Perkins, and review of the baseline report entitled *Lesotho Literacy for Young Visually Impaired Persons, December 2015*.¹
- Capital letters were removed, because in braille upper- and lowercase letters are the same. A computation sign placed in front of a letter or word indicates a capital letter. When a child is an early braille learner, this sign would not be used when naming letters.

Chichewa – Section 2 Pronouncing the First Phoneme

- No changes

Chichewa – Section 3 Syllable Reading

- Simplified braille layout as explained above
- Time extended to three minutes

Chichewa – Section 4 Reading Familiar Words

- Simplified braille layout as explained above
- Time extended to three minutes

Chichewa – Section 5 Comprehension

- Time extended to three minutes

English – Section 1 Identifying Letters

- Simplified braille layout as explained above
- Time extended to three minutes
- Removal of capital letters

English – Section 2 Pronouncing the First Phoneme

- No changes

English – Section 3 Reading Familiar Words

- Simplified braille layout as explained above
- Time extended to three minutes

English – Section 5 Comprehension

¹ School-to-School International (2015). Baseline Report: Lesotho Literacy for Young Visually Impaired Persons. <http://www.youblisher.com/p/1532572-Lesotho-Literacy-for-Young-Visually-Impaired-Persons-Baseline-Report/>

- Time extended to three minutes

Section 1 Pronouncing the First Phoneme

- Removal of pictures and task was completed verbally

Section 2: Identifying Names of Things

- Subtest removed, replaced with object identification (see below)

In addition to these modifications, the following subtests were added to form the braille version of the LAT. These compensatory subtests were added to address the unique features of braille vocabulary, concept development, and listening skills.

Compensatory Skills – Section 1 Object Identification

- Ten real and common objects were presented to the learner, who was required to name each one (please note this subtest was removed after the pilot)

Compensatory Skills – Section 2 Listening Vocabulary Comprehension

- Learner listened to four words presented in Chichewa and was required to select the one that did not belong in the group

Compensatory Skills – Listening Comprehension

- Learners listened to three short passages (developed for Standards 1, 2, and 3) and answered comprehension questions orally

Compensatory Skills – Braille Reading Mechanics

- After the learner completed the assessment, the examiner answered the following questions
 - Did the student read with one hand or two?
 - Did the student move hands left to right?
 - Did the student scrub? (i.e., move fingers up and down/left and right quickly over the braille cell?)
 - Did the student easily locate the next line of braille?
 - Did the student lose their place on the page and need help?

EGRA for Braille Readers was reviewed by the assessors, who were special needs experts, including lecturers, teachers, and administrators in Malawi. After the review, the team conducted test administration training, and the tool was trialed at Salima Local Education Authority (LEA) during a pilot assessment that took place in Salima District on June 1, 2016 (**Annex A** is the assessment tool). The pilot involved 11

learners from Standards 1 through 3; the criterion for participation by these learners was that they were learning braille as their literacy modality. During the pilot, the assessors used a paper assessment and then later manually entered data into the Tangerine® system—an early grade assessment program optimized for use on Android-powered tablets—for analysis. Due to multiple errors in time management using stop watches during the paper administration of the assessment, the methodology was changed for the assessment at the four schools. At the four schools, the assessors entered student responses directly into Tangerine® while the assessment was taking place.

3.2 TRAINING OF ASSESSORS

The assessors were selected, with guidance from MoEST's Department of Special Needs Education, based on their observed competencies with braille code. Assessors attended two training sessions before conducting the learners' assessments. The first training session was conducted on May 30 to 31, 2016, at the Msalura Teachers' Development Centre in Salima and involved 17 (14 men, 3 women) assessors (see **Annex B**) from various institutions for learners who read in braille. These institutions include Montfort College, Salima LEA Resource Center, Nsiyaludzu Resource Center, Malingunde Resource Center, and MoEST. The training was facilitated by Perkins' consultant, supported by EGRA personnel. During the first session of the training (**Annex C** provides the training program), inter-rater reliability (IRR) tests were done to measure agreement across various assessors at the Salima LEA Resource Center. During the pilot assessment with 11 learners, which occurred after the two days of training, supervisors completed an evaluation rubric for each assessor, and training occurred for another day and a half, in which assessors received feedback and participated in further practice. At the end of the first training session (which included the pilot), the team agreed to conduct follow-up training to equip assessors with skills to use Tangerine during administration of the assessment at the four resource centers in order to improve the accuracy of timing and to prevent inaccuracies in interpreting handwritten data.

The second session of the training was also conducted in Salima from July 4 to 6, 2016, and involved the same 17 assessors who participated during the first training session. The second training session focused on equipping assessors in using the Tangerine program on Android tablets to conduct the braille learners' assessment (see **Annex D**). The assessors also underwent various series of mock interview practices and feedback sessions.

Pilot Summary

The test administration pilot was conducted at Salima LEA Resource Center for the Blind during which 11 learners who were visually impaired, read braille, and were in Standards 1, 2 or 3 participated. The general purpose of the pilot was to determine the usability of assessment tool, how the assessment performed and the effectiveness of standardized administration procedures, and how the assessors performed. Pilot research questions included the following:

- Were there any particular test items or subtests that did not yield useful information? (For example, was there a test item that all children failed?)
- Can the assessment be completed in a reasonable amount of time?
- Is three minutes an appropriate amount of time for the timed subtests?
- How many times could the braille test stimuli be used?
- Were there any specific problems with test administration?

Pilot Results

The pilot confirmed that three minutes was an appropriate amount of time to allow for the timed subtests, that the braille test materials could only be used twice (more than that and the braille dots became too depressed and learners would not be able to read them), and that the tactile guiding lines in the braille subtests that presented test stimuli in a grid format were a useful guide for the learners. Changes made to the assessment tool based on the pilot results included the following:

- The object identification subtest was eliminated because all students received 100% correct credit, and therefore the subtest would provide minimal instructive or discriminatory information.
- The sequence of subtests was reorganized. The braille assessment was created by following the print assessment tool in which all Chichewa subtests are presented first (identifying letters, pronouncing first phoneme, syllable reading, word reading, and reading comprehension), followed by English subtests (identifying letters, pronouncing first phoneme, word reading, and reading comprehension), and then the Section – first phonemes in Chichewa. This order was maintained in the braille version with the addition of compensatory skills/listening subtests at the end (object identification, listening vocabulary, and listening comprehension), which are presented in Chichewa. Thus, the subtests were presented in Chichewa, English, and back to Chichewa. After the pilot, the order of the subtests was rearranged so all the Chichewa subtests are presented first and then followed by all English subtests. This decision was made based on feedback from assessors to help make the transition between the two languages clear and efficient for both the assessor and student.

- A “no response” option was added to subtests that did not have it already to make data collection more efficient.
- A “time remaining text box” and “zero correct checkbox” were added on all applicable subtests to make it clearer and more consistent where assessors should record this information and thus, improve efficiency of data entry.
- Instructions to Section 1 Pronouncing the First Phoneme were written to make it more similar to what was presented to print readers so as to maintain reliability and validity of the task and to improve learners’ understanding of the task.
- The length of the assessment was shortened by removing the Object Identification subtest and two of the three Listening Comprehension passages as completing the assessment during the pilot took up to one hour. This saved an estimate of 15 minutes (i.e., approximately 5 minutes for object identification and each comprehension passage).
- The team determined that the assessors would benefit from more training and practice of test administration and that use of an electronic application tool to record student results would be more efficient than paper and pen.

3.3 DATA COLLECTION

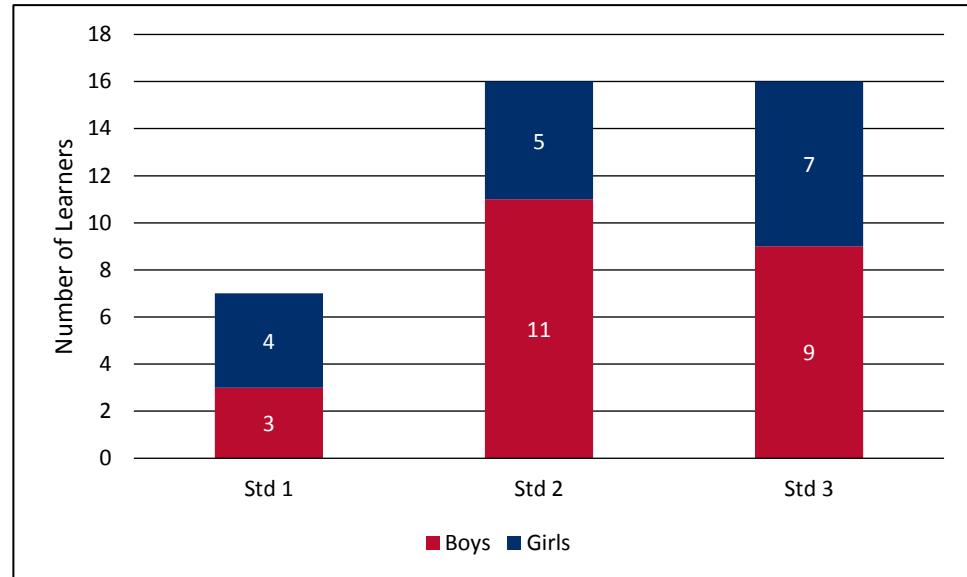
The assessment was conducted on July 7, 2016, in four schools: Ekwendeni Primary School, Malingunde Primary School, Nsiyaludzu Primary School, and Montfort School for the Blind. Thirty-nine Standard 1–3 braille readers from each school were assessed by a team of three assessors and one supervisor. Assessment data were collected using Tangerine on Android tablets and uploaded to a server soon after collection.

3.4 DEMOGRAPHICS OF LEARNERS ASSESSED

3.4.1 NUMBER AND GENDER OF LEARNERS ASSESSED

A total of 39 Standard 1–3 learners were assessed from four primary schools with SNE resource centers: Ekwendeni, Malingunde, Nsiyaludzu, and Montfort on July 7, 2016. All learners in these schools who could use braille were selected. Seven learners were in Standard 1 and 16 were in each of Standard 2 and Standard 3, as indicated in **Figure 1***Error! Reference source not found.*. Sixteen of the learners were girls and 23 were boys. Unfortunately, because of the small number of learners assessed, it was not possible to disaggregate results by grade and sex of learners.

Figure 1. Number and Gender of Learners, by Standard



3.4.2 LANGUAGES LEARNERS SPEAK WITH ADULTS AND PEERS

Over two-thirds of the learners use Chichewa as the dominant language when they speak with their parents and peers. Tumbuka (spoken by 20 percent) was the next most popular language. Except in the case of one Standard 1 learner, English is not spoken at home or in the community.

4. READING ASSESSMENT FINDINGS

The findings of learners' assessments are organized in terms of three stages of reading: pre-reading skills, initial reading skills, and higher reading skills. Under each section, the findings are presented in terms of percentage of learners who attempted the subtest, proportion of zero scores, and mean average correct scores. Currently, there are no reading benchmarks for braille learners; therefore, the findings have not been compared to benchmarks.

4.1 STAGE 1: PRE-READING SKILLS

Learners learn oral language, listening skills, and braille mechanics during this stage. Braille mechanics are the fine motor and tactile discrimination hand skills that learners need to be fluent braille readers. Some examples of specific skills include accurate identification of dot formation in each cell, light touch, moving hands smoothly in an organized manner, using two hands, and avoiding scrubbing. Learners were assessed in four subtests to measure their pre-reading skills: braille mechanics, initial sound identification (phonemic awareness), listening vocabulary, and listening comprehension.

4.1.1 BRAILLE READING MECHANICS

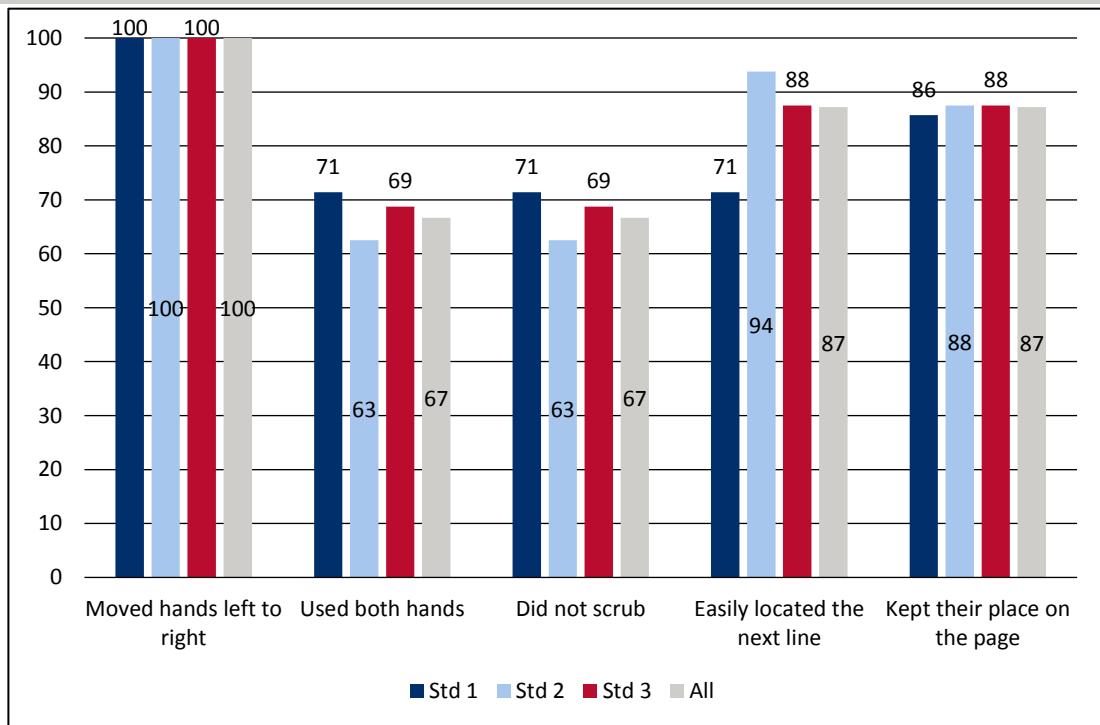
Good braille reading mechanics influence how well and fast students read. Since braille is perceived through the pressure points on the surface of the finger pads, how readers positions and move their hands is important for fluency.

Learners were observed by assessors throughout the assessment as they read braille assessment materials. Assessors checked for the directions learners moved their hands (left to right), whether they followed the lines properly and kept their position on the pages. They also checked for whether the learners engaged in "scrubbing"—when the learner rubs fingers randomly over a braille cell—which affects fluency and could point to difficulty decoding (i.e., the learner is taking extra time over a particular dot formation while trying to identify the letter, what sound it makes, and how it blends with the other sounds in the word). Finally, assessors checked whether the learners used both hands to read, which is more efficient than using one hand.

Figure 2 shows the performance of learners on braille mechanics. Overall, learners displayed good braille mechanics, especially in moving their hands from left to right

(100 percent), being able to easily locate the next line (87 percent), and keeping their place on the page (87 percent). About a third of learners did not use both hands to read braille and “scrubbed” while reading. As mentioned above scrubbing is not an efficient braille reading technique. It may be caused by difficulty with tactile discrimination or the learner’s need for more time to decode.

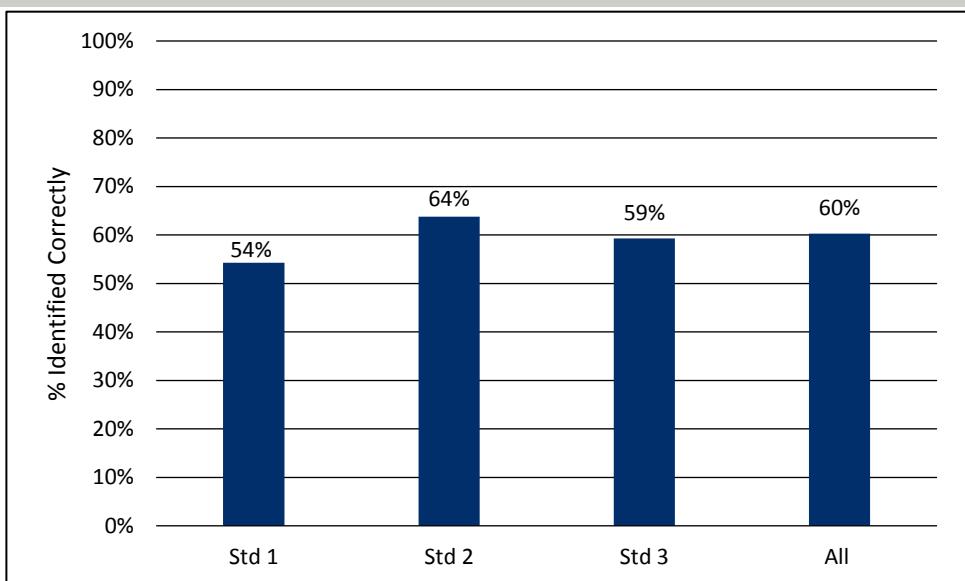
Figure 2. Percent of Learners Who Practiced Good Braille Mechanics



4.1.2 INITIAL SOUND IDENTIFICATION

This is an untimed subtest in which learners were required to identify the initial sound of 10 Chichewa words read out loud by assessors. All but one Standard 1 learner attempted the task. On average, learners were able to identify correct initial sounds in 60 percent (6 of 10) of words in the subtest (**Figure 3**). The number of learners assessed by standard is too small to make statistical comparisons.

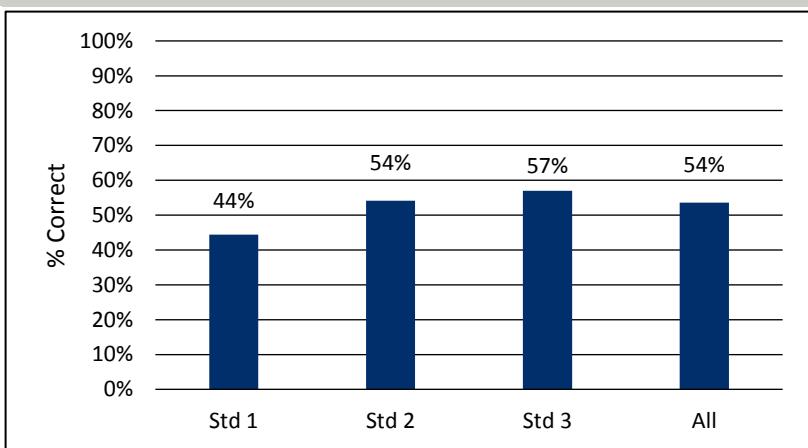
Figure 3. Percent of Initial Sounds Identified Correctly – Chichewa



4.1.3 LISTENING VOCABULARY COMPREHENSION

This is an untimed subtest that required learners to listen and identify the correct word that does not belong in a group of four Chichewa words read out loud by the

Figure 4. Percent Items Answered Correctly (out of 9) in Listening Vocabulary Comprehension – Chichewa



assessor. This task was new to learners' assessment and was adapted from the *BRIGANCE Diagnostic Comprehensive Inventory of Basic Skills*. It assesses the learner's ability to understand the relationship between words. For example, in the following group of words: "mother, brother, apple, sister," learners should be able to identify "apple" as the word that does not belong. The subtest comprised nine assessment items. All learners attempted the sub-test and overall correctly answered 54 percent of the items.

As seen in **Figure 4**, Standard 1 learners had difficulty with this subtest. It was unexpected to find

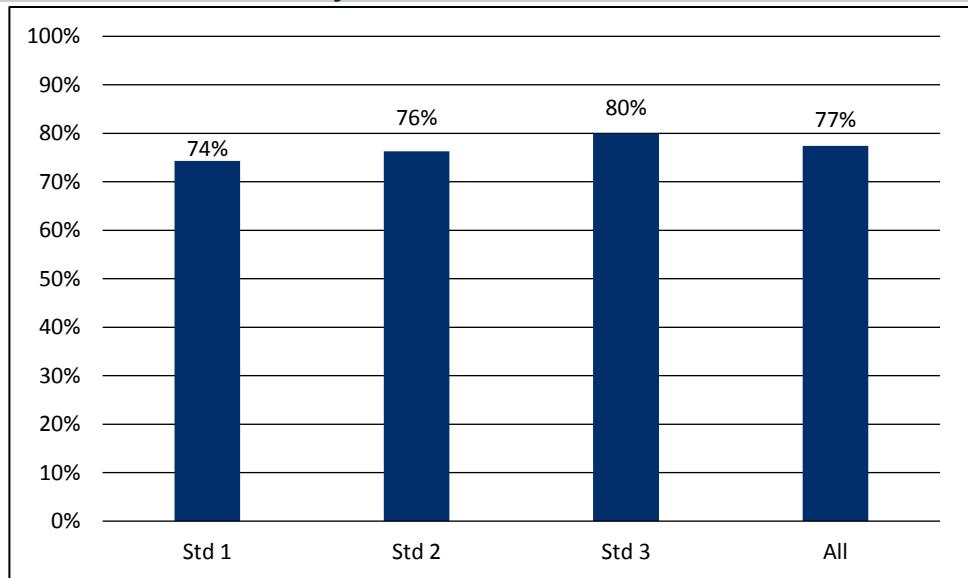
that learners performed poorly on this subtest while performing better on the Listening Comprehension subtest (see below). This led us to believe learners may have

struggled with this subtest because it required the more advanced vocabulary skill of determining relationships between words, rather than just providing a definition, which is likely the vocabulary task that the learners are more familiar with. Perhaps adding more practice items to the instruction would improve learner performance.

4.1.4 LISTENING COMPREHENSION

This subtest included a short Chichewa story that was read out loud to the learner. The learner was required to listen carefully and answer five comprehension questions thereafter. All Standard 1–3 learners attempted the exercise and performed very well on this subtest as shown in **Figure 5** below. Learners' average score was 77 percent, which means on average they answered about 4 of 5 questions correctly.

Figure 5. Percent of Listening Comprehension Questions Answered Correctly in Chichewa



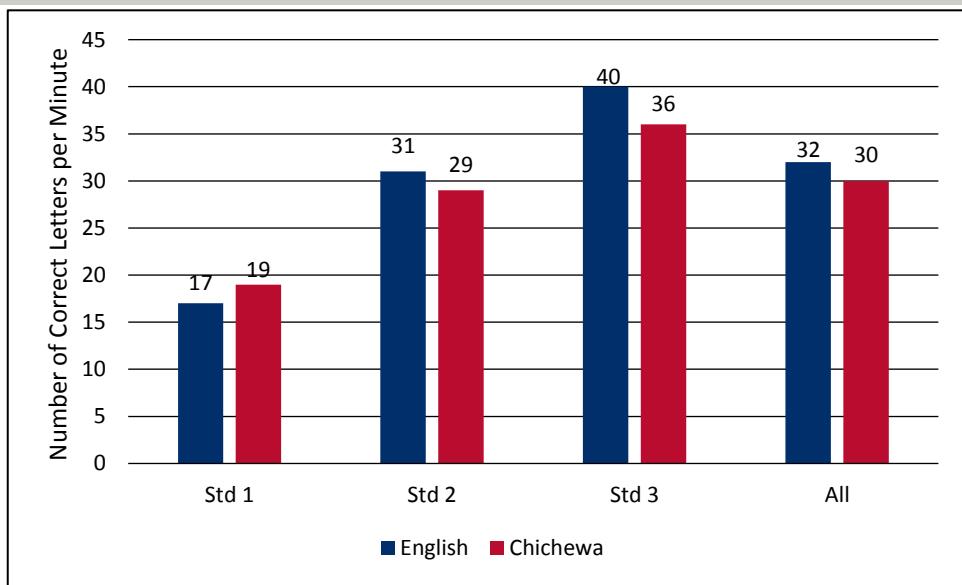
4.2 STAGE 2: INITIAL READING SKILLS

During this stage of reading, learners are able to demonstrate a knowledge of phonics (associating letters with corresponding sounds), alphabetical understanding, and initial decoding skills. Learners were assessed in three subtests (letter naming, syllable reading, and familiar word reading) to measure their initial reading skills.

4.2.1 LETTER NAME RECOGNITION

This is a timed subtest in which learners were required to correctly and fluently identify the names of 100 braille letters presented in random order in a 10x10 grid both in Chichewa and English in under three minutes. All Standard 1–3 learners attempted both Chichewa and English subtests. On average, Standard 1–3 learners were able to correctly name 32 letters in English and 30 in Chichewa per minute. As shown in **Figure 6**, performance in this subtest improved at each subsequent standard. The assessment also found that most learners struggled to correctly name the vowels “A,” “E,” “I,” which are named differently in Chichewa and English.

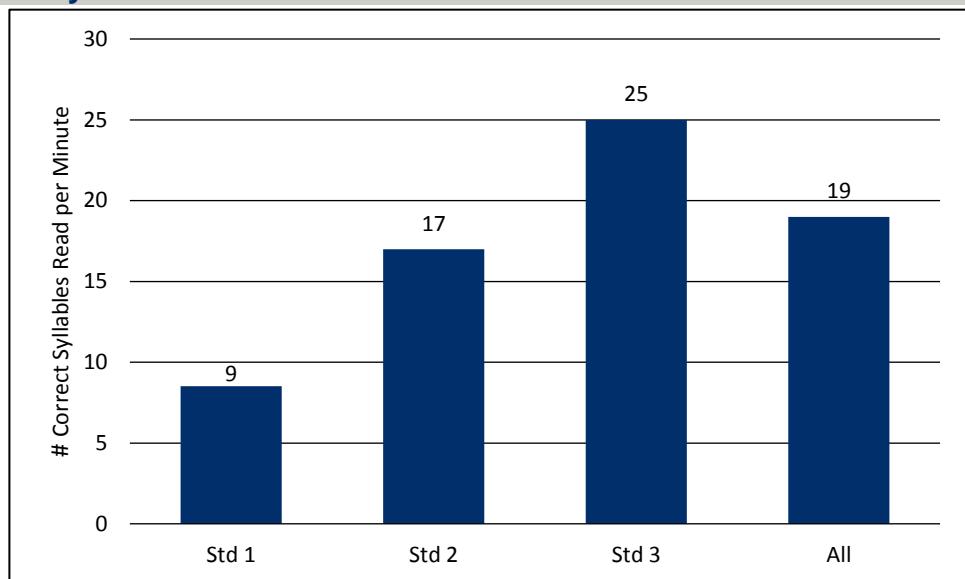
Figure 6. Number of Correct Letters per Minute, English and Chichewa



4.2.2 SYLLABLE READING IN CHICHEWA

This is a timed subtest in which learners were required to read out loud the names of 100 braille Chichewa syllables correctly and fluently in three minutes. All Standard 1–3 learners attempted the subtest, but three learners (8 percent) scored zero on the test. On average learners could read 19 syllables per minute, and performance in the subtest increased by standard as seen in **Figure 7**.

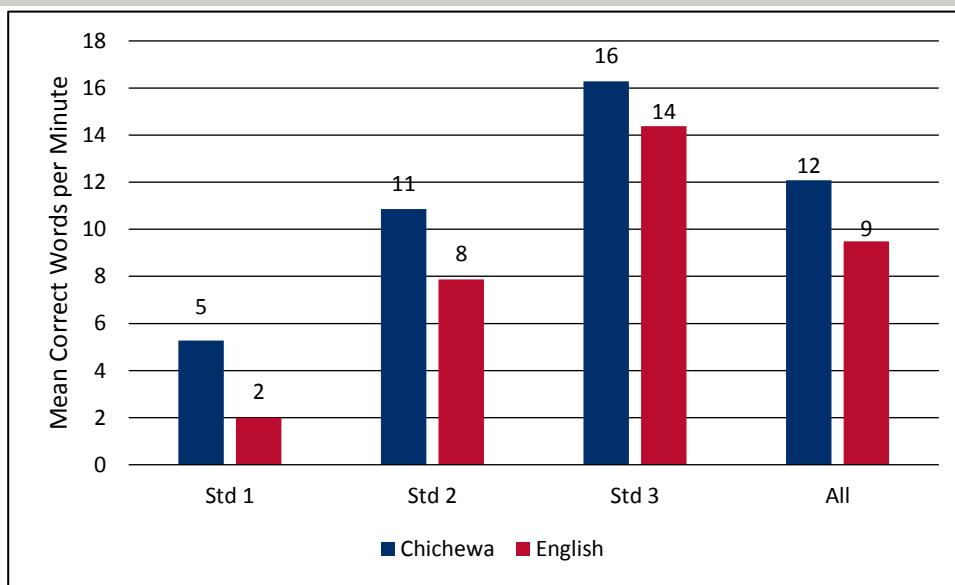
Figure 7. Mean Correct Syllables per Minute in Chichewa, by Standard



4.2.3 FAMILIAR WORD READING

This is a timed subtest in which learners were required to read 50 familiar words in braille. The words were presented in random order in a 5x10 grid. All learners attempted both Chichewa and English subtests; however, 15 percent of learners scored zero on each language test. As shown in **Figure 8**, learners could identify 12 familiar words per minute in Chichewa and 9 per minute in English. As with other subtests, performance of learners improved at each subsequent standard.

Figure 8. Mean Correct Words per Minute, by Language



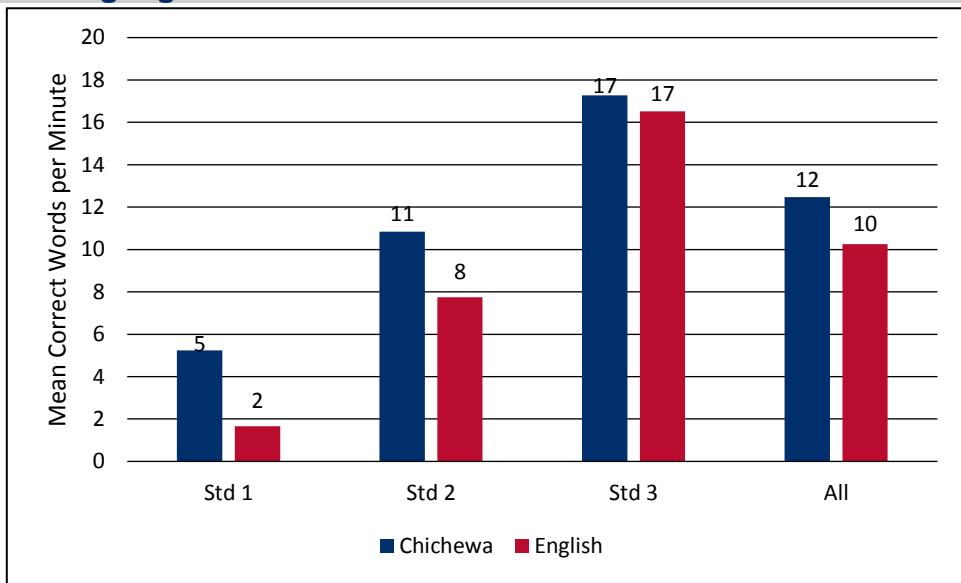
4.3 STAGE 3: READING FLUENCY AND COMPREHENSION

Learners learn to read with fluency and retain words long enough in memory to comprehend what is read at this stage. Two subtests were administered to learners to assess their reading fluency and comprehension in both Chichewa and English.

4.3.1 ORAL READING FLUENCY

This is a timed subtest in which learners were required to read passages in Chichewa and English in braille correctly and fluently. The Chichewa passage had 60 words, and the English passage had 70 words. All Standard 1–3 learners attempted both Chichewa and English oral reading fluency subtests. Twenty percent of learners scored zero in the English subtest and 15 percent scored zero in Chichewa. Learners read 10 correct words per minute in English and 12 in Chichewa (**Figure 9**).

Figure 9. Mean Correct Words per Minute in Passage, by Language



4.3.2 READING COMPREHENSION

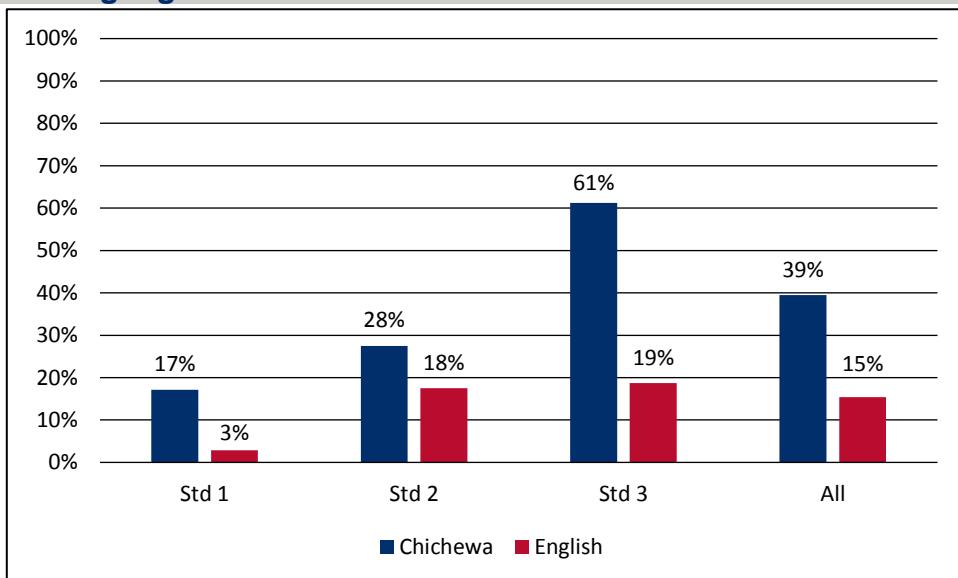
This is an untimed subtest that assessed learners' ability to connect sentences, infer new words from context, and derive meaning both in Chichewa and English. The test was comprised of five questions for each Chichewa and English passage, but each learner was asked questions up to the last trigger word they attempted to read in the

oral reading fluency passages. For example, the learner may have only been asked one, two, three, or four questions, depending on how much of the passage they read.

The percentage of learners scoring zero on the Chichewa reading comprehension was quite high (75 percent of Standard 1 learners, 25 percent of Standard 2 learners, and 13 percent of Standard 3 learners), which explains the low mean scores. Most could not read far enough along the passage to be asked a comprehension question. The percentage of zero scorers in English was higher than in Chichewa.

Figure 10 below shows that the comprehension skills of learners are low in both languages, but learners performed better in Chichewa, most likely because they are more familiar with Chichewa than English. Performance in Chichewa improved significantly among learners in the higher grades. For example, Standard 3 learners scored 61 percent (about 3 of 5 questions correct) compared to 17 percent in Standard 1. However, for English, while average scores increased from Standard 1 to Standard 3, students in Standard 3 could still only answer on average 1 out of 5 questions correctly.

Figure 10. Reading Comprehension Score (%), by Language



5. CONCLUSION AND RECOMMENDATIONS

The piloting and administration of EGRA for Braille Readers was generally successful and has provided greater insights regarding the development and use of early grade reading assessments for braille readers.

The pilot of the instrument in Salima District led to a number of changes to the original design, including reducing the number of items, administering the language tests sequentially, and dropping certain items in which all students had a perfect score.

The results of the assessments generally indicate good attempts by Standard 1–3 learners in all subtests. Learners were generally strong in braille mechanics, but there is need for improvement in two areas: reducing the use of “scrubbing” and encouraging the use of both hands to read braille. Since these are essential skills for achieving speed and proficiency it will be important for teachers to continue to reinforce these skills in all of the early grades so that learners will automatically use proper techniques.

Students performed worse in the subtests related to listening vocabulary, oral reading fluency, and reading comprehension. With regards to the subtest on listening vocabulary, we believe that it may have been unfamiliarity with the task that led to the low scores rather than poor vocabulary since the same students performed a lot better in the listening comprehension skills.

Reading comprehension skills were low, especially in the lower standards. Many students could not read enough of the comprehension passages to be given comprehension questions. This may also imply that learners need to improve their reading speed, which will also help improve the outcomes of reading comprehension. Performance in English was much worse than performance in Chichewa.

To ensure that learners who are blind become successful braille readers requires a great deal of repetition through practice worksheets and reading. These assessment results suggest that more work can be done to teach learners about word categorization and general English language learning. It is also recommended that robust and targeted instruction be provided to the pre-reading skills with the goal of higher mastery, which will likely lead to gains in initial reading skills. A strong

foundation of phonics and vocabulary is needed before a learner can advance their reading skills.

There is still a lot more to learn about the development and use of early grade reading assessments for Braille readers, and we look forward to continuing this work in Malawi through subsequent assessments and refining of the instrument.

ANNEXES

ANNEX A: ASSESSMENT TOOL



EARLY GRADE READING ACTIVITY



Ministry of
Education,
Science and
Technology

Learner Assessment Tool, Revised July 2015
Chichewa + English

EGRA for Braille Readers
Perkins School for the Blind Adaptation 2016

Instructions

You are supposed to create a good relationship with the learner whom you are going to examine through short stories and conversation in an interesting way so that he/she should have a feeling that it is simply a fun game. You are also required to clearly read out loud the instructions that are in italics and/or bold.

Uli bwanji? Dzina langa ndi _____ ndipo ndimakhala ku _____. (Chezani ndi wophunzira munjira yomwe ingathandize kuti amasuke).

Kupempha chilolezo

- Ndikuuze chifukwa chimene ndabwerera kuno. Ndimagwira ntchito ku Unduna wa za Maphunziro, za Sayansi ndi Luso. Ndikufuna kudziwa m'mene inu ophunzira mumaphunzirira kuwerenga. Mwa mwayi iwe wasankhidwa kuti ndicheze nave.**
- Ndikufuna kuti tikambirane pa zimenezi koma ngati sukufuna utha kubwerera m'kalasi.**
- Tichita sewero lowerenga. Ndikufunsa kuti undiwerengere malembo, mawu ndi nkhani mokweza.**
- Ndigwiritsa ntchito wotchi iyi kuti ndiwone nthawi yomwe utenge powerenga.**
- Awa simayeso, ndipo sizikhudzana ndi zotsatira za maphunziro ako.**
- Sindilemba dzina lako ndipo palibe amene adziwe zimene tikambirane.**
- Ndibwerezango kuti uli ndi ufulu woyankha mafunso kapena ayi. Ngakhale tili mkati mwa kucheza uli ndi ufulu kukana kuyankha mafunso.**
- Uli ndi funso tisanayambe? Tikoza kuyamba?**

Please note here if the learner is willing to be assessed, YES or NO

(If the learner refuses to be assessed, you can call another learner and use the same sheet of paper)

Tangerine Record I.D. #:

Please fill in the following information:

A. Date of Assessment:	
B. Assessor's Name:	
C. Name of School:	
D. Zone:	
E. Education Division:	
F. Region:	
G. Type of School (whole day, morning hours, afternoon hours):	
H. Class (standard 1, standard 2, standard 3):	
I. Stream:	
J. Age	
k. Male or Female:	
L. What language do you usually speak with elders?	
M. What language do you usually speak with your friends?	
N. Did you go to preschool?	
O. Have you ever missed more than a week of school?	
P. What braille Reading materials are available to you at your school?	
Q. Assessment starting time:	
R. Assessment ending time:	

Chichewa – Section 1. Identifying Name of Letters

Show the braille test materials to the learner, which has the letters they are going to read. Say the following:

**Ili ndi tsamba la malembo a m'Chichewa. Ndiuze maina a malembo amene ungarthe.
Mwachitsanzo, dzina la lembo [*lozani lembo la 'S'*] ndi 'S'.**

Tiye werenga lembo ili [*lozani lembo la 'U'*]

***Ngati ophunzira ayankhe bwino nenani:* Wakhoza dzina la lembo ili ndi 'U':**

***Ngati ophunzira alephere kuyankha molondola, nenani:* Dzina la lembo ili ndi 'U'**

Tsopano yesera lembo lina: Ndiuze dzina la lembo ili [*lozani lembo la P*]:

***Ngati ophunzira wayankha molondola, nenani:* Wakhoza, dzina la lembo ili ndi 'P'**

***Ngati ophunzira walephera kuyankha molondola, nenani:* dzina la lembo ili ndi 'P'**

Kodi ukudziwa chomwe ukuyenera kuchita?

Ndikanena kuti “Yamba” Chonde tchula dzina la lembo lili lonse mofulumira ndi mosamala. Yambira apa ndi kupitiriza motere [*Lozani lembo loyamba mu mndandanda woyamba pamathero a chitsanzo ndipo lozetsani chala pa mzere woyamba*]. Mizere yomwe upeze powerenga malembowa ndiyongokuthanda chabe kuti uwerenge mosaphonya. Kodi wakonzeka? Yamba tsopano.

Set the timer for three minutes and start the timer when the learner reads the first letter. Scan using a pencil and mark where a wrong answer is given by using a slash line (/). Record each letter which the learner self-corrects as correct. If you have already marked the letter wrong that the learner self-corrected, put a circle around that letter and then continue. Be quiet unless he/she is hesitating for three seconds, then help him or her pronounce that letter. This should only happen once. Mark the letter which you helped him or her as wrong. Point to the next letter and say, “pitiriza.” If the learner hesitates again for 3 seconds, point to the next letter and say, “pitiriza” each time.

If the student finishes before the three minute mark, write down the remaining time. At the three minute mark end the subtest and note the last letter the student read with a bracket ([]). Note the remaining time as zero.

Auto-Stop Instruction: If the learner fails to pronounce all letters in the first line, say “*Thank you.*” Stop there and check off the zero correct box.

Practice Examples: s u p

1	2	3	4	5	6	6	8	9	10	
F	k	y	d	n	z	l	b	A	i	(10)
E	f	v	t	l	o	j	h	W	b	(20)
S	u	i	k	p	y	o	r	G	n	(30)
Z	e	r	f	d	f	m	g	A	u	(40)
E	u	z	h	b	v	o	h	V	c	(50)
W	m	d	k	n	t	s	c	L	n	(60)
D	u	r	g	e	i	l	p	Y	k	(70)
T	m	g	j	i	a	c	z	O	n	(80)
K	y	a	p	m	t	j	c	J	a	(90)
H	V	w	b	s	r	s	w	P	o	(100)

If the student finished before three minutes, write in the box the remaining time on the clock after the student reads the last letter. If the student ran out of time and the timer went off, write the number zero in the box.

Check the box if the learner did not have the right answers for all letters in the first line and the auto-stop rule was applied:

Zero Correct:

Chichewa – Section 2. Kutchula liwu loyamba

This work does not require recording the time and THERE IS NO PAGE FOR THE LEARNER, read each word twice and ask the learner to pronounce the first phoneme/letter sound in that word. Remember to pronounce the word correctly. Say:

Ntchito iyi ndiyomvera chabe. Ndikufuna kuti undiuze liwu loyamba m'mawu ena aliwONSE.
Mwachitsanzo, m'mawu oti 'galu', liwu loyamba ndi "/g/." Mu ntchito imeneyi, ndifuna undiuze liwu loyamba limene ukulimva m'mawu ena aliwONSE. Nditchula mawuwo kawiri. Umvetsera mawuwo, kenaka undiuze liwu loyamba lomwe likumveka m'mawuwo.

Tiye yesera. Kodi liwu loyamba m'mawu oti "mayi," "mayi" ndi chiyani?

[*Ngati ophunzira ayankhe molondola, nenani*]: **Wakhoza**, liwu loyamba m'mawu oti "mayi" ndi /mmmmm/

[*Ngati ophunzira sanayankhe molondola, nenani*]: **mvetsera kawiri**: "mmayi." Liwu loyamba m'mawu oti "mayi" ndi /mmmmm/.

Tsopano yesera mawu ena: Kodi liwu loyamba m'mawu oti "nzimbe," "nzimbe" ndi chiyani?

Ngati mwana wayankha molondola, nenani: **Wakhoza**, liwu loyamba m'mawu oti "nzimbe" ndi "/n/"

Ngati mwana walephera kuyankha molondola, nenani: **Mveranso kachiwiri**: Liwu loyamba m'mawu oti "nzimbe" ndi /n/

Kodi ukudziwa chomwe uyenera kuchita?

[*Ngati wophunzira anene kuti ayi, muuzeni kuti*]: **Yesetsa m'mene ungathere.**

Read and correctly pronounce each word twice. Based on the student's response mark the box for pass, fail, or no answer given. Give credit for only the correct answers. If the learner fails to answer within three seconds, mark that as "no answer given" and continue with the next word. Pronounce the words clearly without placing too much emphasis on the first phoneme of each word.

Auto-Stop instruction: If the learner fails to pronounce the first phoneme in the first five words, say "Zikomo." Then stop the work and check off the zero correct box at the end of this section.

kala	/k/	Pass	Fail	No answer given
dona	/d/	Pass	Fail	No answer given
khala	/kh/	Pass	Fail	No answer given
atate	/a/	Pass	Fail	No answer given
belu	/b/	Pass	Fail	No answer given
mana	/m/	Pass	Fail	No answer given
gada	/g/	Pass	Fail	No answer given
wada	/w/	Pass	Fail	No answer given
nola	/n/	Pass	Fail	No answer given
dzira	/dz/	Pass	Fail	No answer given

Check the box if the learner fails the first five items and the auto-stop rule was applied:

Zero Correct:

Chichewa – Section 3: Kuwerenga maphatikizo

Make sure that the learner has the paper that has the braille syllables on it. Say:

Awa ndi maphatikizo a malembo. Ndikufunsa kuti uwerenge maphatikizo ochuluka mmene ungathere. Mwachitsanzo, phatikizo ili ndi: “jo.”

Tiye werenga phatikizo ili: [lozani phatikizo loti “bwe”]:

[Ngati ophunzira awerenge molondola, nenani]: **Wakhoza**, phatikizo ili ndi “bwe”

[Ngati ophunzira alephere kuwerenga molondola, nenani]: **phatikizo ili ndi “bwe”**

Yesera phatikizo lina: werenga phatikizo ili [lozani phatikizo loti “nu”]

[Ngati ophunzira awerenge molondola, nenani]: **Wakhoza**, phatikizo ili ndi “nu”

[Ngati ophunzira alephere kuwerenga molondola, nenani]: **phatikizo ili ndi “nu”**

Ndikanena kuti yamba, uwerenge maphatikizo mofulumira ndi mosamala. Werenga maphatikizo ali pa mzere uli wonse. Mizere yomwe upeze powerenga malembowa ndiyongokuthanda chabe kuti uwerenge mosaphonya. Ndikhala chete kukumvetsera. Kodi ukudziwa zomwe ukuyenera kuchita? Ngati wakonzeka, yambira apa.

Set the timer for three minutes and start recording the time when the learner reads the first syllable. Scan using the pencil and mark when a wrong answer is given by using a slash mark (/). Record each syllable that the learner has self-corrected as correct. If you have already marked it wrong, circle that syllable and continue. Be quiet unless the child is hesitating for three seconds, and then help him/her by prompting the child to first identify the letters aloud and then read it. Do this by saying, “*Say the letters out loud and then read the syllable.*” This should only happen once. Mark the syllable which you helped with as wrong. Point to the next syllable and say continue. If the learner hesitates again for 3 seconds, point to the next syllable and say, “*continue*” each time.

If the student finishes before the three minute mark, write down the remaining time in the box. At the three minute mark end the subtest and note the last syllable the student read with a bracket (>). Note the remaining time as zero.

Auto-Stop Instruction: If the learner fails to read the first five syllables, say “*Thank you*” then stop the work and check off the zero correct box.

Practice Examples : **jo bwe nu**

1	2	3	4	5	6	7	8	9	10	
nja	dza	kho	yi	o	dya	mle	fu	wa	phu	(10)
u	ka	le	pe	tsa	ra	wi	me	mse	lu	(20)
mbo	ri	ka	fa	ma	lo	go	mu	nkha	da	(30)
mo	chi	zo	mnya	ndo	te	nyu	ti	ne	si	(40)
za	wu	sa	ngi	be	ta	kwe	ni	wo	va	(50)
ba	zi	nzi	thu	pi	nkho	re	nga	yo	ndu	(60)
kwa	ndi	ko	tso	dzi	mda	la	mkha	e	pa	(70)
mfu	mbi	i	mi	nda	ki	ku	tsi	mphu	a	(80)
fi	bwi	tu	bwa	mwa	se	tho	ngo	ye	ke	(90)
ntha	na	ya	na	no	po	li	mba	da	cha	(100)

If the student finished before three minutes, write the remaining time on the clock in the box after the student reads the last syllable. If the student ran out of time and the timer went off, write the number zero in the box.

Check the box if the learner did not have the right answers for the first five syllables and the auto-stop rule was applied:

Zero Correct:

Chichewa – Section 4: Kuwerenga mawu odziwika

Give the learner the paper with the braille words. Say:

Awa ndi mawu a m'Chichewa. Ndipo ndikufuna iwe undiwerengere mawu ambiri omwe ungahe. Mwachitsanzo, mawu awa ndi: "khama."

Tiye werenga mawu awa: *[lozani mawu oti "ona."]*:

[Ngati ophunzira awerenge molondola, nenani]: Wakhoza, mawu awa ndi "ona"

[Ngati ophunzira alephere kuwerenga molondola, nenani]: mawu awa ndi "ona."

Yesera mawu ena: werenga mawu awa *[lozani mawu oti "bakha"]*

[Ngati ophunzira awerenge molondola, nenani]: Wakhoza, mawu awa ndi "bakha"

[Ngati ophunzira alephere kuwerenga molondola, nenani]: mawu awa ndi "bakha"

Ndikanena kuti yamba, uwerenge mawu mofulumira ndi mosamala. Uwerenge mawuwo pa mzere uli wonse. Mizere yomwe upeze powerenga malembowa ndiyongokuthanda chabe kuti uwerenge mosaphonya. Ndikhala chete kukumvetsera. Kodi ukudziwa zomwe uchite? Ngati wakonzeka yambira apa.

Set the timer for three minutes and start recording the time when the learner reads the first word. Scan using the pencil and mark when a wrong answer is given by using this slash mark (/). Record each word the learner self-corrects as correct. If you have already marked the word wrong, circle that word and continue. Be quiet unless the child is hesitating for three seconds, and then help him or her by prompting the child to first identify the letters aloud and then read the word. Do this by saying, "Say the letters out loud and then read the word." This should only happen once. Mark the word which you helped with as wrong. Point to the next word and say continue. If the learner hesitates again for 3 seconds, point to the next word and say, "continue" each time.

If the student finishes before the three minute mark, write down the remaining time in the box below. At the three minute mark end the subtest and note the last word the student read with a bracket (]). Note the remaining time as zero.

Auto-Stop Instruction: If the learner fails to read the five words from the first line, say "Thank you" then stop the work. Check off the zero correct box.

Practice Examples: khama ona bakha

1	2	3	4	5	
chiwala	mbewu	mlendo	amayi	zakudya	(5)
chimanga	zovala	ndi	malo	monga	(10)
iwo	kwa	chakudya	nkhalango	ena	(15)
malangizo	mnyamata	agogo	anthu	mlonda	(20)
akulu	zambiri	zinthu	bwino	mutu	(25)
pamanda	nyumba	mbozi	lata	kusamala	(30)
koma	zipatso	ana	lina	tsiku	(35)
zina	kudziwa	izi	mitengo	mbatata	(40)
kwambiri	mphunzitsi	kalulu	ambiri	fisi	(45)
mbalame	Kuti	iye	atare	abambo	(50)

If the student finished before three minutes, write in the box the remaining time on the clock after the student reads the last syllable. If the student ran out of time and the timer went off, write the number zero in the box.

Check the box if the learner did not have the right answers for the first five words and the auto-stop rule was applied:

Zero Correct:

Chichewa – Section 5: Kumvetsa nkhani

Give the learner the paper with the braille story. Say:

Iyi ndi nkhani yayifupi. Ndifuna iwe undiwerengere mokweza, mofulumira koma mosamala. Ukatha kuwerengako, ndikufunsa mafunso pa zomwe wawerenga. Yamba kuwerenga.

Set the timer for three minutes and start recording the time when the learner reads the first word. Scan using the pencil and mark where an error is made by using the slash mark (/). Record each word which the learner self-corrects as a correct answer. If you have already marked the word wrong, circle that word and continue. Be quiet unless the child is hesitating for three seconds and then help him or her. Do this by saying, “*Say the letters out loud and then read the word.*” This should only happen once. Mark the word which you helped with as wrong. Point to the next word and say continue. If the learner hesitates again for 3 seconds, point to the next word and say, “*continue*” each time.

If the student finishes before the three minute mark, write down the remaining time in the box and begin the questions. At the three minute mark, stop the learner from reading more and note the last word the student read with a bracket ([]). Note the remaining time as zero. Then, ask the questions from the sections above from where the student stopped reading.

Auto-Stop Instruction: If the learner fails to read the first sentence, say “*Thank you.*” Then stop the work and check off the zero correct box.

After the learner finishes reading say: *Now I will ask you some questions concerning the story which you have read.*

		Wakhoza	Walakwa	Palibe yankho	Comments
M'mudzi mwa a Chulu, munali mnyamata wotchedwa Sanduka. Iyeyu amakhala ndi agogo (12)	1. Kodi Sanduka amakhala ndi ndani? (Agogo; agogo ake)				
ake aakazi. Tsiku lina m'mudzimu munali phwando laukwati. (20)	2. Phwando linali m'mudzi mwa Chulu linali la chiyani? (Linali la ukwati)				
Ku ukwatiwu kunaphikidwa zakudya zambiri monga nsima, mpunga ndi mandasi. Kunalinso zakumwa zambiri. Ataona zakudyazo Sanduka anasangalala. (37)	3. Kodi mnyamata anasangalala ndi chiyani ku ukwatiwu? (Zakudya)				
Mu mtima mwake anati "Lero kuli kudya ndi kumwelera." Patsikuli Sanduka anadya zakudya ndi zakumwa zambiri. (53)	4. Kodi patsikuli ndani anadya ndi kumwelera? (Sanduka)				
Pomaliza anamupatsa zina kuti atengere kunyumba (59)	5. Kodi zakudya ndi zakumwa zimene Sanduka anatengera ku nyumba amakapatsa ndani? (Agogo ake; Abale ake)				
kwawo. (60)					

If the student finished before three minutes, write in the box the remaining time on the clock after the student reads the last word. If the student ran out of time and the timer went off, write the number zero in the box.

Check the box if the work was not finished because the learner could not read the first sentence and the auto-stop rule was applied:

Zero Correct:



IRD Section 1 (IN) Pronouncing the First Phoneme

Special Instructions

- There are no pictures for this adaptation for students with visual impairment, it is done verbally
- If you see a syllable inside two lines, for example, /cha/, pronounce the syllable not its letters
- Make emphasis when pronouncing the first syllable during practice trial in order to tell the student if he/she has passed
- Then try ten items with the learner. During this time, do not tell the learner whether he/she has passed or not
- Say the sound key word before each of the three test words using the wording as described below.

Tell the learner the following instructions. Say:

- *This task is for listening only.*
- *I am going to say a key word followed by three different words.*
- *Your job is to tell me the word that starts with the same sound as the key word.*
- *Are you ready? Let's try one. The first word is "chipewa." Which word starts with the same sound as "chipewa?"*
 - *"chipewa - phazi,"*
 - *"chipewa - chimanga"*
 - *"chipewa - lamba."*
 - If the student responds correctly say: *Correct, "chimanga" starts with the same sound as "chipewa"*
 - If the student fails to respond correctly say: *"Chimanga" is the right answer. "Chimanga" starts with the same sound as "chipewa."*

Special Instruction: Check the box which contains the word the student responds with. If there is no response, put a check in the no response box.

Matching sound	Target	1 st	2 nd	3 rd	No response
/chi/	chipewa	phazi	chimanga	lamba	
/ga/	galu	galimoto	<input type="checkbox"/>	misomali	<input type="checkbox"/>
/bo/	botolo	kiyi	<input type="checkbox"/>	nsomba	<input type="checkbox"/>
/chi/	chipupa	chitini	<input type="checkbox"/>	mphaka	<input type="checkbox"/>
/ka/	kama	seveni	<input type="checkbox"/>	dzanja	<input type="checkbox"/>
/nkho/	nkhosa	nkhono	<input type="checkbox"/>	sokosi	<input type="checkbox"/>
/pe/	pensulo	naini	<input type="checkbox"/>	pepala	<input type="checkbox"/>
/fo/	fosholo	sitima	<input type="checkbox"/>	tebulo	<input type="checkbox"/>
/ba/	basi	mbewa	<input type="checkbox"/>	bakha	<input type="checkbox"/>
/mpa/	mpando	tayala	<input type="checkbox"/>	mpanda	<input type="checkbox"/>
/nji/	njira	belu	<input type="checkbox"/>	mwala	<input type="checkbox"/>
				njinga	<input type="checkbox"/>

Compensatory Skills – Section 2 Listening Vocabulary Comprehension*

Instructions:

- This test is not timed and there are no materials to present to the student, this is a listening only task
- Say: *I'm going to say four words. One of the words does not belong with the other three words. I want you to listen carefully as I read the words. Then tell me the word that does not belong. Let's try one, listen carefully to these words: **nyumba**, **sukulu**, **chibaluni**, **sitolo**. Which word does not belong?*
 - If the student responds correctly say: *Correct, the word **chibaluni** does not belong because it is a toy and the other words are buildings.*
 - If the student doesn't respond or responds incorrectly say: ***Chibaluni** doesn't belong because it is a toy and all the other words are buildings.*
- Say: *Let's try another one, listen carefully and tell me which word doesn't belong: **jekeete**, **chitumbuwa**, **malaya**, and **dilesi**.*
 - If the student responds correctly say: *Correct, the word **chitumbuwa** doesn't belong because it is a food and the other words are clothing.*
 - If the student responds incorrectly say: ***Chitumbuwa** doesn't belong because it is a food and the other words are clothing.*
- Are you ready? Try your best.

Special Instructions: The correct word is in bold. Check the box for the word that the student offers as a response.

Auto-Stop Instruction: If the student does not respond correctly to the first three items, discontinue the test and check the box for “zero correct.”

						<u>No Response</u>
Zisanu	<input type="checkbox"/>	zitatu	<input type="checkbox"/>	dzanja	<input type="checkbox"/>	chimodzi <input type="checkbox"/>
mphaka	<input type="checkbox"/>	mnyamata	<input type="checkbox"/>	mtsikana	<input type="checkbox"/>	ababa <input type="checkbox"/>
mbalame	<input type="checkbox"/>	Dilesi	<input type="checkbox"/>	kabudula	<input type="checkbox"/>	chipewa <input type="checkbox"/>
mpunga	<input type="checkbox"/>	mbatata	<input type="checkbox"/>	chinangwa	<input type="checkbox"/>	mkaka <input type="checkbox"/>
kamodzi	<input type="checkbox"/>	kanayi	<input type="checkbox"/>	chipeso	<input type="checkbox"/>	katatu <input type="checkbox"/>
dothi	<input type="checkbox"/>	nkhwangwa	<input type="checkbox"/>	matope	<input type="checkbox"/>	mchenga <input type="checkbox"/>
dotolo	<input type="checkbox"/>	mkango	<input type="checkbox"/>	mphunzitsi	<input type="checkbox"/>	namwino <input type="checkbox"/>
dandaula	<input type="checkbox"/>	Kuwa	<input type="checkbox"/>	bangula	<input type="checkbox"/>	nong'ano <input type="checkbox"/>
kwiya	<input type="checkbox"/>	dandaula	<input type="checkbox"/>	kalipa	<input type="checkbox"/>	sangalala <input type="checkbox"/>

Check the box if the learner did not respond correctly to the first three items and the auto-stop rule was applied:

Zero Correct:

*This subtest was adapted from the BRIGANCE Diagnostic Comprehensive Inventory of Basic Skills – Revised

Compensatory Skills – Listening Comprehension

Instructions

- This work does not require recording the time and THERE IS NO PAGE FOR THE LEARNER, this is a listening only task.
- When you read the story to the student, read the title aloud and then read the story aloud slowly and fluently.
- Say to the student:
 - *I am going to read to you a short story and then ask you some questions about the story. Listen carefully to the story so you are prepared to answer the questions afterwards.*
- After you read the story, ask the student the questions and circle either: Pass, Fail, or No Response.

Story Title: Chifundo mwana wa khama

Kalekale kudali mtsikana wina, dzina lake Chifundo. Makolo ake sadali olemera. Nthawi zambiri ankagona ndi njala. Amasowa thandizo la kusukulu monga yunifolomu, makope ndi zolembera. Koma Chifundo amalimbikira kwambiri mkalasi. Aphunzitsi ake anakondwera. Iwo adamugulira makope, zolembera ndi yunifolomu. Nthawi zina amamupatsa ufa ndi ndiwo. Adawapatsa makolo ake ndalama ndipo adayamba bizinesi. Zinthu zidayamba kuyenda bwino. Chifundo adakhoza bwino mayeso.

Tsopano ndikufunsa mafunso angapo okhuzana ndi nkhanzi yomwe ndawerengayi.

1. Kodi nkhanziyi ikukamba za ndani?
(Chifundo; Makolo a Chifundo; Aphunzitsi)

Circle one: Pass Fail No Response

2. Tchulani zinthu za kusukulu zimene Chifundo adalibe.
(Makope; zolembera; yunifolomu)

Circle one: Pass Fail No Response

3. Kodi adamuthandiza Chifundo ndi ndani?
(Aphunzitsi ake)

Circle one: Pass Fail No Response

4. Kodi ubwino wolimbikira sukulu ndi chiyani?
(Kukhoza mayeso; Kuthandizidwa; kudzidalira)

Circle one: Pass Fail No Response

5. Kodi njala imabweretsa vuto lanji pa mwana wa sukulu?
(Kujombajomba kusukulu; kusiya sukulu; kulephera mayeso)

Circle one: Pass Fail No Response

English – Section I: Identifying Letters

Show the braille test materials to the learner, which has the letters they are going to read. Say the following:

Ili ndi tsamba la malembo a m'Chingelezi. Ndiuze maina a malembo amene ungathe.

Mwachitsanzo, dzina la lembo [lozani lembo la 's'] ndi 's'.

Tiye werenga lembo ili [lozani lembo la 'u']

Ngati ophunzira ayankhe bwino nenani: Wakhoza dzina la lembo ili ndi 'u':

**Ngati ophunzira alephere kuyankha molondola, nenani: Dzina la lembo ili ndi 'u'
Kodi ukudziwa chomwe ukuyenera kuchita?**

Ndikanena kuti “Yamba” Chonde tchula dzina la lembo lili lonse mofulumira ndi mosamala. Yambira apa ndi kupitiriza motere [Lozani lembo loyamba mu mndandanda woyamba pamathero a chitsanzo ndipo lozetsani chala pa mzere woyamba]. Mizere yomwe upeze powerenga malembowa ndiyongokuthanda chabe kuti uwerenge mosaphonya. Wakonzeka? Yamba tsopano.

Set the timer for three minutes and start recording the time when the learner reads the first letter. Scan using a pencil and mark when a wrong answer is given by using a slash mark (*/*). Record each letter which the learner has corrected by him/herself as a correct answer. If you have already marked it as incorrect, circle that letter and continue. Be quiet, unless the child hesitates for three seconds, and then help him/her. This should only happen once. Mark the letter which you have helped with as wrong. Point to the next letter and say, “*continue*.” If the learner hesitates again for 3 seconds, point to the next letter and say, “*continue*” each time.

If the student finishes before the three minute mark, write in the box the remaining time. At the three minute mark end the subtest and note the last letter the student read with a bracket (*)*). Note the remaining time as zero.

Auto-Stop Instruction: If the learner fails to name the first five letters in the first line, say “*Thank you*” and stop the work and check off the zero correct box.

Practice Examples: s u p

1	2	3	4	5	6	7	8	9	10	
f	k	y	d	N	z	l	b	a	i	(10)
e	f	v	t	L	o	j	h	w	b	(20)
s	u	i	k	P	y	o	r	g	n	(30)
z	e	r	f	D	f	m	g	a	u	(40)
e	u	z	h	B	v	o	h	v	c	(50)
w	m	d	k	N	t	s	c	l	n	(60)
d	u	r	g	E	i	l	p	y	k	(70)
t	m	g	j	I	a	c	z	o	n	(80)
k	y	a	p	M	t	j	c	j	a	(90)
h	v	w	b	S	r	s	w	p	o	(100)

If the student finished before three minutes, write in the box the remaining time on the clock after the student reads the last letter. If the student ran out of time and the timer went off, write the number zero in the box.

Check the box if the learner did not have the right answers for the first five letters and the auto-stop rule was applied:

Zero Correct:

English – Section 3 Reading Familiar Words

Give the learner the paper with the braille words on it that they are going to read. Say:

Awa ndi mawu a m'Chingelezi. Ndipo ndikufuna iwe undiwerengere mawu ambiri omwe ungahe. Mwachitsanzo, mawu awa ndi: “pot.”

Tiye werenga mawu awa: *[lozani mawu oti “pot.”]*

[Ngati ophunzira awerenge molondola, nenani]: Wakhoza, mawu awa ndi “pot”

[Ngati ophunzira alephere kuwerenga molondola, nenani]: mawu awa ndi “pot.”

Yesera mawu ena: werenga mawu awa *[lozani mawu oti “bell”]*

[Ngati ophunzira awerenge molondola, nenani]: Wakhoza, mawu awa ndi “bell”

[Ngati ophunzira alephere kuwerenga molondola, nenani]: mawu awa ndi “bell”

Ndikanena kuti yamba, uwerenge mawu mofulumira ndi mosamala. Uwerenge mawuwo pa mzere uli wonse. Mizere yomwe upeze powerenga malembowa ndiyongokuthanda chabe kuti uwerenge mosaphonya. Ndikhala chete kukumvetsera. Kodi ukudziwa zomwe uchite? Ngati wakonzeka yambira apa.

Set the timer for three minutes and start recording the time when the learner reads the first word. Scan using a pencil and mark where a wrong answer is given by using this slash mark, (/). Record each word which the learner has self-corrected as a correct answer. If you have already marked it incorrect, circle that word and continue. Be quiet, unless the child hesitates when answering for three seconds, and then help him/her by prompting the child to first identify the letters aloud and then read the word. Do this by saying, “Say the letters out loud and then read the word.” This should only happen once. Mark the word which you have helped with as wrong. Point to the next word and say, “continue.” If the learner hesitates again for 3 seconds, point to the next word and say, “continue” each time.

If the student finishes before the three minute mark, write down the remaining time in the box. At the three minute mark end the subtest and note the last word the student read with a bracket ([]). Note the remaining time as zero.

Auto-Stop Instruction: If the learner fails to read the five words in the first line, say “Thank you.” Then stop the work and check off the zero correct box.

Practice Examples: pot bell

1	2	3	4	5	
boy	that	but	mat	look	(5)
too	hat	It	cat	see	(10)
we	got	big	tree	do	(15)
come	will	man	all	school	(20)
no	pig	me	fish	had	(25)
eat	went	are	top	egg	(30)
out	like	an	he	bag	(35)
bed	Cow`	in	the	cup	(40)
house	play	you	leg	book	(45)
make	dog	be	put	kick	(50)

If the student finished before three minutes, write in the box the remaining time on the clock after the student reads the last word. If the student ran out of time and the timer went off, write the number zero in the box.

Check the box if the learner did not have the right answers for the first five words and the auto-stop rule was applied:

Zero Correct:

English – Section 5 Comprehension

Give the learner the paper with the braille story. Say:

Iyi ndi nkhanu yayifupi. Ndifuna iwe undiwerengere mokweza, mofulumira koma mosamala. Ukatha kuwerengako, ndikufunsa mafunso pa zomwe wawerenga. Yamba kuwerenga.

Set the timer for three minutes and start recording the time when the learner reads the first word. Scan using a pencil and mark where a wrong answer is given by using this slash mark (/). Record each word which the learner has self-corrected as a correct answer. If you have already marked the word incorrect, circle that word and continue. Be quiet, unless the child hesitates when answering for three seconds, and then help him/her. Do this by saying, “*Say the letters out loud and then read the word.*” This should only happen once. Mark the word which you helped with as wrong. Point to the next word and say continue. If the learner hesitates again for 3 seconds, point to the next word and say, “*continue*” each time.

If the student finishes before the three minute mark, write in the box the remaining time and begin the questions. At the three minute mark, stop the learner from reading more and note the last word the student read with a bracket (]). Note the remaining time as zero. Ask the questions from the sections above from where the student stopped reading.

Auto-Stop Instruction: If the learner fails to read the first sentence, say “*Thank you*” Then stop the work and mark the zero correct box at the end of this work. Thank the learner and tell him/her to go back in class.

After the learner finishes reading say: *Now I will ask you some questions concerning the story which you have read.*

		Correct	Incorrect	No response
Alinafe is going to school. (5)	Where is Alinafe going? (School)			
She puts on her uniform. She is ready to go but she cannot find her bag. (21)	What does Alinafe want to find? (her bag)			
Alinafe looks under her bed. She looks on the table but it is not there. She is very sad. (40)	Who is sad? (Alinafe)			
She asks her mother to help find the bag. ‘Here it is’ says her mother ‘it is under the chair’.(60)	Where was the bag? (Under the chair)			
Alinafe is very happy. (64)	Why is Alinafe happy? (She has found her bag; she can go to school)			
Now she can go to school. (70)				

If the student finished before three minutes, write in the box the remaining time on the clock after the student reads the last word. If the student ran out of time and the timer went off, write the number zero in the box.

Check the box if the learner could not read the first sentence and the auto-stop rule was applied:

Zero Correct:

This is the end of the assessment, please note the ending time on page 2, item R. Then, send the student back to class and complete the following section.

Compensatory Skills – Braille Reading Mechanics

Instructions:

- Make the following observations throughout the test administration and mark your notes below by circling the correct observation shortly after you finish the assessment with the student so you don't forget.

1. Did the student read with: One Hand Two Hands

2. Did the student move hands left to right? Yes No

3. Did the student scrub (i.e., moving fingers up and down over braille cell)?

Yes No

4. Did the student easily locate the next line of braille? Yes No

5. Did the student lose their place on the page and need help? Yes No

ANNEX B: LIST OF ASSESSORS

Name	Designation	Institution
Edward Kumalawi	Lecturer	Montfort College
Catherine Kapito	SNE Teacher	Montfort College
Cosmas Goliati	Lecturer	Montfort College
Andrew Kamphambe Nkhoma	SNE Teacher	Salima LEA Resource Center
John Chiphaka	SNE Teacher	Salima LEA Resource Center
Wales Kachingwe	SNE Teacher	Nsiyaludzu Resource Center
Mary Jere	SNE Teacher	Ekwendeni Resource Center
Alick Chibambo	SNE Teacher	Ekwendeni Resource Center
Vincent Mathanki	SNE Teacher	Malingunde Resource Center
Hastings Magombo	SNE Teacher	Malingunde Resource Center
Chiko Kamphandila	SNE Teacher	Malingunde Resource Center
Ronald Malimus	SNE Teacher	MoEST, Zomba
Jason Kachere	SNE Teacher	MoEST, Machinga
Vessium Chikhoza	Supervisor	MoEST Central East Education Division
Hastings Magombo	Supervisor	SNE-MoEST
Kondwani Nyirongo	M&EL Specialist	EGRA
Augustine Kanyendula	Gender and Vulnerable Populations Specialist	EGRA
Ivy Vale	M&E Officer	EGRA

ANNEX C: PROGRAM FOR TRAINING SESSION 1

Training Program: EGRA for braille readers

Sunday, May 29

- Perkins International staff meet to organize training presentations, materials, and space

Monday, May 30-All day

Training of assessors to be held at the Nsalura TDC in Salima

Objectives of the training

- To give an overview of the considerations in assessing children who are blind and visually impaired.
- To review the test itself, to develop the protocol for administration, and practice administration.

Training topics;

- General information about braille literacy development including the five key components of effective reading instructions
- Braille adaptations to print reading assessments
- Information that can apply to assessment in general
- Specific information about adaptations made to Malawi's EGRA

Participants

MoEST (6)

Montfort College (2)

Special needs teachers (10)

EGRA (2)

Tuesday, May 31 – All day

Training topic:

- How to administer each section of the test
- Section by section, practice administering test to each other and recording responses

Wednesday, June 1

- Pilot test administration with 12 students at Salima LEA Primary School

Thursday, June 2

- Collect results of pilot administration
- Analyze test results, discuss challenges and develop improvements and solutions

Friday, June 3rd

- Justine Carbone Rines and Angela Affran hold an out brief meeting with USAID, EGRA and the MoEST to give a brief of the assessment design and outcome of the pilot
- Perkins International staff meet to finalize all test edits developed the day before
- Perkins International staff meet to finalize test result collection tool for data analysis
- Perkins International staff work on plan for completion of assessment across five schools with approximately 60 students

ANNEX D: PROGRAM FOR TRAINING SESSION 2

BRAILE LAT ORIENTATION MEETING (4–6 JULY 2016)		
Time	Day 1: Monday (4 July 2016)	Lead
08:00–08:30	Opening Prayer	Volunteer
	Introductions, Meeting Objectives, Program & Opening Remarks	Augustine
	Climate Setting: Norms, Selecting Time Keeper	Ivy
08:30–09:15	Tablet Use and Management	Ivy
09:15–10:30	Braille LAT Tools: Demographics Going through the Tool & Stimuli Practice: Group Mock Assessment & Feedback Practice: Trio Mock Assessment & Feedback	Kondwani
	Braille LAT Tools: Letter Names (Chichewa & English) Going through the Tool & Stimuli Practice: Group/Trio Mock Assessment & Feedback	Kondwani
	Braille LAT Tools: Letter Sound (Chichewa & English) Going through the Tool & Stimuli Practice: Group/Trio Mock Assessment & Feedback	Kondwani
10:30–10:45	Health Break	All
10:45–12:30	Braille LAT Tools: Maphatikizo (Chichewa) Going through the Tool & Stimuli Practice: Group/Trio Mock Assessment & Feedback	Ivy
12:30–13:30	Lunch Break	All
13:30–15:15	Braille LAT Tools: Familiar Words (Chichewa & English) Going through the Tool & Stimuli Practice: Group/Trio Mock Assessment & Feedback	Ivy
	Braille LAT Tools: Oral Reading Passage & Comprehension (Chichewa & English) Going through the Tool & Stimuli Practice: Group/Trio Mock Assessment & Feedback	Ivy
15:00–15:15	Health Break	All
15:15–16:15	IRR Session 1 (2 Round with 2 Standard 5 Blind Learners)	Kondwani
16:15–16:30	Plan & Logistics for Practice Learners Assessment (Salima LEA School)	Augustine
16:30–16:35	Closing Prayer	Volunteer

Time	Day 2: Tuesday (5 July 2016)	Lead	
13:30– 15:15	Braille LAT Tools: Trio Mock Assessment & Feedback	Augustine	
15:15– 16:15	IRR Session 1 (Group assessment & Feedback)	Kondwani	
12:00– 13:00	Lunch Break	All	
13:00– 16:25	Pre-test: Each assessor assess one learner		
	IRR Session 2 (with Learners) Group 1 Group 2 Group 3 Group 4	Ivy/Augustine	
16:25– 16:30	Closing Prayer	Volunteer	
16:30	End of Training Program	All	
Time	Day 3: Tuesday (5 July 2016)	Lead	
07:30– 09:30	Opening Prayer	Volunteer	
	Feedback & Uploading Results	Ivy/Augustine	
10:30– 10:45	Health Break	All	
10:30– 14:00	Feedback: Group Presentation	Group Leaders/Ivy	
	Feedback on IRR Session 2 Results	Kondwani	
	Braille LAT Administration: Program and Logistical Arrangements	Kondwani	
	Closing Remarks	Ivy	
14:00	End of Program	All	
BRAILLE LAT DATA COLLECTION (6–8 JULY 2016)			
Time	Day 1: Wednesday (6 July 2016)	Lead	
14:00– 18:00	Teams Travel to Data Collection Sites	Leaders	
Time	Day 1: Thursday (7 July 2016)	Monitor	
07:30– 12:00	Braille LAT Data Collection (Learner Assessment) at Ekwendeni Primary School in Mzimba North	3 Assessors 1 Supervisor	DSNE
	Braille LAT Data Collection (Learner Assessment) at Malingunde Primary School in Lilongwe	3 Assessors 1 Supervisor	Kondwani
	Braille LAT Data Collection (Learner Assessment) at Nsiyaludzu Primary School in Ntcheu	3 Assessors Supervisor	Augustine
	Braille LAT Data Collection (Learner Assessment) at Montfort Demonstration School in Blantyre	3 Assessors 1 Supervisor	Ivy
Time	Day 2: Friday (8 June 2016)	Lead	
07:00– 12:00	Teams Travel to Respective Duty Stations	Leaders	